

# **SCHOOL MIDTERM PROGRESS REPORT**

## **SAMPLE EXCERPTS**

**These sample excerpts shows all aspects of the midterm report for all schools even though the excerpts reflect a California public school. Student achievement data for schools other than public should include norm referenced data and local school assessments for the past two-three years for all students and subgroups as appropriate. Examples include CST, ITBS, ERB, SAT, ACT and schoolwide writing assessment.**

**NOTE: In order for the Commission to finalize the results of the midterm report and visit, the school must submit the report electronically or in hard copy to the Accrediting Commission and the visiting committee 3–4 weeks prior to the visit.**

## **Introduction**

### **Student/Community Profile Data—Current Data since Full Self-Study/Visit in Spring 2004**

**NOTE: Insert or utilize the current student/community profile that should have been updated annually since the last full visit. Show data in appropriate charts and graphs with interpretations and overall conclusions regarding the three years of achievement data. This can be referenced throughout the rest of the progress report.**

When \_\_\_\_\_ High School opened its doors in September of 1963, it did so with the promise of new and innovative approaches to education that would empower all students to reach their highest potential. Today \_\_\_\_\_ High School is one of three high schools in the \_\_\_\_\_ Unified School District. It is located in \_\_\_\_\_ County. There has been tremendous growth in the area over the last 15 years; now the community is comprised of local and national businesses as well as large agrarian areas. As expected, the student population has continued to grow to the current student population of 2,654. The major emphasis is for all students to meet the entrance requirements for four-year universities and there are programs to support this emphasis, including the transition program.

The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Student Outcomes (ESLRs) are a driving force in curricular development and teaching methodology. The Student Outcomes are intended to challenge students to become the following:

- Critical thinkers
- Self-Guided Achievers
- Involved Citizens
- Collaborative Workers
- Quality Producers
- Adaptable Problem Solvers

\_\_\_\_\_ High School also provides students with opportunities to excel in areas of special interest. In addition to the array of course offerings that meet the A-G University of California/California State University graduation requirements, California State requirements, the school offers specialized course offerings. Examples include ROCP courses, local community college courses, SDAIE classes, tutoring programs (including English Language and remedial students), music, drama, radio/TV, and a technical institute. In every academic setting technology plays a key role. Enrollment at the school mandates that all entering students sign a contract that underscores the importance of positive attendance, appropriate behavior, and academic priority.

***Insert student demographic data and faculty/staff demographics (See sample student/community profile guide on website)***

***Include summary comments about the data: (Examples of summary comments)***

As the school's enrollment has grown, its demographics have changed, reflecting a wide range of socio-economic, educational and cultural backgrounds. Since 1999 there has been a 13% increase in the school's minority population. The most significant student population changes have been with the African-American students increasing from 2.9% to 8.8%, Asians increasing from 4.4% to 9.9% and Caucasians declining from 79.7% to 61.5%.

During the last three years \_\_\_\_\_ High School has also seen an increase in cultural and educational diversity, with an increase in the special needs population. There are currently 220 English Language Learners (ELL) being served in English Language Development (ELD) classes or sheltered-English core curriculum classes. The sheltered courses are taught by CLAD/BCLAD-credentialed teachers or teachers in training, and also include the services of bilingual aides during much of the class period. Thirty-six former ELL students have been redesignated as Fluent English Proficient (FEP) during the first few months of this school year. The Special Education population has shown an increase of 22 students in the Special Day Class (SDC) and 60 students in the Resource Specialist Program (RSP). Further, the number of Gifted and Talented Education (GATE) students has increased by 130 students in the last few years. In response to these increases both the special education program and the Advanced Placement program have expanded. The Health Office does an excellent job of facilitating the inclusion of students with a broad array of chronic health problems into the school program through communication with all staff, and assistance as needed.

\_\_\_\_\_ High School meets the needs of its diverse community through a variety of programs, academic, co-curricular and extra-curricular. Academic success is facilitated by programs such as Achievement Via Individual Determination (AVID), Early Academic Outreach through the University of California, Regional Occupation Program (ROP) classes, on-site college classes offered by \_\_\_\_\_ College, the General Motors Dealership Partnership Program, and peer tutoring. Students are encouraged to succeed through programs such as Renaissance and are recognized in a variety of ways. The Renaissance program rewards all students for academic improvement and excellence. Students attaining a 3.6 grade point average (GPA) for a semester receive an academic letter in the same style as our athletic letter.

The school emphasizes the importance of good student attendance. Two years ago a new tardy policy was implemented which resulted in a decrease in the number of students arriving late to class. Teachers have been more proactive in monitoring attendance, identifying truant students, notifying parents, and working with administration. The results of this have been evident in the decreased truancy rate, at less than one percent (.86%).

***Analytical Summary of Disaggregated and Interpreted Student Performance Data (See sample student/community profile guide on website for list of student performance data. Below are sample summary comments regarding the data.)***

Student achievement is measured in a variety of ways. Measurement instruments include assessments required under the state's Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE) and established assessment tools such as the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams. In addition, the district has developed curriculum standards review exams that are administered in each of the core content areas. These tests, created by teams of teachers within the district, are given to students as end-of-course exams in the areas of mathematics and language arts. The data generated from these

instruments are used by the school for various levels of program assessment. The district provides the school with cutting-edge, web-based technology. The system allows teachers and administrators to access assessment data at the individual student level as well as at the whole class level. Data can be grouped into the following categories: economically disadvantaged, special education, and English Language Learners. Each category can be further sorted by ethnicity, track, and gender. The data can then be reported by individual student, class period, teacher, department, school, or district.

Since the last WASC visitation, \_\_\_\_\_ High School's Academic Performance Index (API) has grown steadily each year. In the last three years the API index scores were 687, 702, and 735, respectively. The growth of the scores of our minority and low socio-economic students has paralleled the school's growth. The Hispanic students' growth was 64 points in 2005 with an additional gain of 37 points in 2006. The low socio-economic students' growth was 35 in 2005, with an additional gain of 58 points in 2006. As the enrollment of other minority populations increased and were included in the API, they also have shown similar growth. By spring 2005, African-American and Asian students had a 27 point and 69 point growth respectively.

An examination of the STAR data shows an increase in the scores from grade level to grade level. However, there continues to be a discrepancy in achievement rates in which the 9<sup>th</sup> grade students outscore 10<sup>th</sup> and 11<sup>th</sup> grade students, with the exception of the 11<sup>th</sup> grade social science students. In addition, all specific subject area scores have shown a gradual increase with the exception of the science scores that have remained level. Specifically, mathematics showed the greatest increase in comparison to last year, and over the last 4 years the percentile scores for mathematics have been consistently higher than those for language and reading. Also, the 2006 results of the Content Standards Tests (CST) reflect growth in both the percent "Advanced" and percent "Proficient" category in mathematics, history-social science, and science.

The high school has had good success in assuring that students pass the CAHSEE. This success is reflected by the results that show a much higher passing rate for the students than the state, county, and district. The results of the school's minority populations are similarly high. For example, in the 2006 administration, the passage rate was 90% for Filipino students and 77% for Hispanic students on the ELA portion of the test and 82% for Asian students and 50% for African American students on the math portion.

The Advanced Placement (AP) program is another indicator of the success of the academic program. Over the last three years the number of students taking AP exams has risen by 28%. Even through the average student score and the percent of students passing the exams over the last three years have fluctuated somewhat, the school has shown an 8.8% increase in the average score and a 10.8% increase in the percent of students passing the exam.

### *Significant Developments (Samples)*

#### Time for Collaborative Planning

In an effort to provide certificated staff with a common time for collaborative planning, \_\_\_\_\_ High School staff explored various forms of a block schedule and modifications of the school's traditional schedule. During the visitation year the schedule was modified to include a 45-minute staff meeting

time from 8:00 a.m. to 8:45 a.m. every Thursday with time added to each period on the other days of the week to maintain the annual instructional minute totals. At the recommendation of the visiting team, this schedule was approved by the faculty as a permanent modification. Since the implementation of the modified schedule the standardized test scores have significantly improved.

### Overcrowding

The school was originally built to accommodate 2000 students; with the increased enrollment there has been a stronger emphasis upon school environmental issues. This includes a greater administrative presence on the campus during lunch hours and in bus loading areas at dismissal time. The impact of dealing with overcrowding has also been exacerbated by budget cuts resulting in a loss of both administrative and counseling personnel. A new high school is to be opened in 2007–2008 and this will assist with the problem.

### Professional Development

The district has focused heavily on training for English and math teachers. All teachers at the school participated in training during last year's pre-service days regarding progress monitoring. The training provided teachers with tools to better monitor student performance during instruction as a way to guide teachers' planning as they deliver the curriculum. In addition, the late Thursday morning starts continue to be utilized for a variety of professional development activities specific to individual departments.

### Academic Improvement Process

Since the last WASC Visitation, the site's long-range improvement processes shifted from the site initiated "results" teams to incorporate a new districtwide focus centering on the creation of common definitions of academic rigor. During the year of the visitation, the school had just implemented a new team-leader approach, organized around specific content area and specialty teams to improve academic performance. The "results" teams reviewed data and plans were developed to improve student performance. With the introduction of the districtwide focus on academic rigor, the school district provided training to departments to systematically review student work and ultimately develop a stronger focus on academic rigor. In a training-of-trainers model of deployment, site-based "academic coaches" were trained by district experts to conduct both the initial training and provide follow-up support for the staff. To support this program the school has required departments to submit a plan outlining their efforts in the creation and/or implementation of interim assessments that are focuses on the content standards.

At first, site administration attempted to support both processes but found that this was difficult to manage and that the founding principles of the "results" program (team collaboration, use of data to guide improvement efforts, etc.) were easily integrated into the districtwide improvement process. Further results have led to a refinement of the single schoolwide action plan design so it is consistent among all schools in the district and a modification in the teacher evaluation process in order to align to the California Standards for the Teaching Profession. This modified plan that integrated the WASC critical areas is now the school's master plan for all improvement activities and ensures that the focus is achieving school and district academic improvement goals.

Last year the district established “bold goals” for all students in the district who fall in the Far Below Basic, Below Basic, and Basic levels based on the California Standards Test (CST). Student achievement data relative to content-specific standards are reviewed each year at the beginning of the school year and serve as the guiding force in the development of both districtwide and school goals.

### ***Implementation and Monitoring of the Schoolwide Action Plan***

The administrative team, consisting of the principal, four assistant principals, the lead counselor and the activities director, takes on the primary responsibility for ensuring that the process for implementation of the action plan is carried out. During weekly meetings, members of the team report on relative progress in the areas to which they have been assigned and discuss the factors that have impeded or may potentially impede progress. Additionally, the principal and assistant principals each facilitate one of the three action plan teams comprised of five members from the school’s steering committee. Together, these teams monitor and adjust the action plan as needs and situations change. Note that the school has one Single Plan for Student Achievement, i.e., the Academic Improvement Plan, that integrated all WASC critical areas for follow-up.

### **Report on Schoolwide Action Plan Progress *(Sample Excerpts)***

**Goal 1: Develop and implement a schoolwide system for both teacher and student to monitor attainment of the academic standards and Student Outcomes.** *(This address critical area for follow-up #1.) (See comments in Goal 1 and Significant Developments.)*

Assessment is the driving force in the change process for the school; the steering committee created a subcommittee to oversee schoolwide assessment. One area of development has been to explore the further development of an authentic demonstration of a student’s ability to attain the schools’ outcomes that have been achieved through the standards. To date the thinking has centered around the extensions of the school’s “sophomore project” that would culminate in a “senior project.” Students would submit both “required elements” as well as “exhibits of their own choosing” into an electronic portfolio. The portfolio would then be assessed and the aggregated data will serve as a key data point in guiding schoolwide improvement efforts. This project is supported in concept but work has just begun.

In addition to this project described above and teachers using the web-based systems, teachers have been using alternative assessments such as projects, portfolios, oral presentation, and peer evaluations. All teachers at the school participated in training during last year’s pre-service days regarding progress monitoring. With the introduction of the districtwide focus on academic rigor, the school district provided training to departments to systematically review student work and ultimately develop a stronger focus on academic rigor. In a training-of-trainers model of deployment, site-based “academic coaches” were trained by district experts to conduct both the initial training and provide follow-up support for the staff. To support this program the school has required departments to submit a plan outlining their efforts in the creation and/or implementation of interim assessments that are focuses on the content standards. This has been in conjunction with the modification of the school’s action plan to include target setting that reflects the district’s bold goals. All of this training

has provided teachers with tools to better monitor student performance during instruction as a way to guide teachers' planning as they deliver the curriculum.

Simultaneously, the departments have found it helpful to utilize the end-of-course exams in language arts and math as the basis for discussion regarding the instructional approaches. The other departments at the school have developed common finals for each level of class they offer. These assessments are analyzed by the departments to measure the effectiveness of the instruction. The guidance department has also been instrumental in providing study guides to prepare the students for the CAHSEE. Teachers have worked in concert with the guidance department to meet and tutor low-achieving students after each progress report. This has resulted in significant gains for these students.

**Goal #2: Help low performing students improve academic achievement through increased avenues of success and support systems for identified at-risk students.** *(This includes critical areas #'s 2 & 3 from the WASC report.)*

The following progress has been made:

- Teachers are using formative assessment strategies to modify and adapt the teaching/learning process.
- Teachers are sharing within and across subject areas regarding best practices to support the at-risk students.
- Through AVID major progress has been noted.
- After school and summer sessions to support the students have been implemented; the pre/post data indicate growth (see student/community profile data).
- The counseling staff has worked effectively at placing increased emphasis on the identification, guidance intervention, and parent contact of at-risk students.
- The curricular programs have been modified to increase the commitment and challenge to all students. For example, pre-algebra was dropped from the school's course offerings as it was not found to increase student success. Instead Algebra 1A and 1B is the entry level math course. Biology is now the entry level science offering. The honors social studies program was dropped that has led to a stronger academic focus in regular U.S. history courses.

**Goal #3: Develop and implement career paths that outline a school to career plan for all students.** (*Addresses critical area of follow-up #4.*)

This growth need has seen the least progress, and is currently being addressed by a rejuvenated Career Paths Committee. Most of the pieces are in place to complete this growth need, but have not been pulled together due to staff energy being pulled in other directions, and changes in personnel. Within the last month the Comprehensive Guidance Plan Committee, led by the School to Career Coordinator met to produce a matrix of the school's Career Guidance Plan. The committee, funded by \_\_\_\_\_ Community College and the School to Career Grant, is involved in several levels of planning and implementation for careers. They are working with Career Paths to provide recommended pathways for students, researching and developing additional Academies, and have established the Educational Business Partners Steering Committee.

The Career Paths Committee began the process of establishing a Business Advisory Board, and in fact, \_\_\_\_\_ High School has many business partners. Some of these partners are Xerox Corporation, AT&T Broadband, \_\_\_\_\_ Technology, \_\_\_\_\_ Communications, \_\_\_\_\_ Hospital, Wells Fargo Bank, \_\_\_\_\_ Chevrolet and the City of \_\_\_\_\_.

Articulation agreements are in place with the community college, and the high school has a long-standing relationship with \_\_\_\_\_ County ROP. The third goal calls for steps to include new course development and school within a school model. New electives such as the \_\_\_\_\_ Academy, Stagecraft, TV & Media Production, 3-D Animation, Engineering and Materials Lab, and the upcoming Information Technology Academy satisfy this part of the plan.

*Note: Other sections of the action plan would be discussed.*

In summary, the school's Academic Improvement Plan is modified at least annually based on careful analysis of results with respect to student performance.

**Appendix** (*Include pertinent materials for the midterm visiting committee, including the current and past schoolwide action plans.*)